

# Using a Systematic Process to Develop a Method for Assessment of Professionalism in Speech-Language Pathology Graduate Students



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## CSD Department

The CSD Department offers a two-year Master of Science degree with emphasis in speech-language pathology. It is the only program in the state of Hawai'i that is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). Graduates of CAA-accredited programs are educated with a core set of knowledge and skills required for entry into independent professional practice.

Our Department has 32 graduate students. Typically, 16 students are admitted in the Fall as a cohort and 16 students graduate each Summer. Three full- and five part- time faculty teach academic and clinical courses.



## Purpose: Assess Professionalism

The CSD Department has a total of nine SLOs that fulfill standards for graduation and clinical certification in speech-language pathology from ASHA. These outcomes are achieved through intensive academic and clinical education. While knowledge and skills are assessed with established methods, we lack assessment of professionalism for SLO 4: Students will be able to conduct themselves in accordance with professional ethics, including the current ASHA Code of Ethics.

In this poster, we describe a systematic process used to develop a method for assessing professionalism in our program. The process highlights faculty engagement and collaboration in development and validation of attributes of professionalism, as well as a collection and tracking process.



## Development & Implementation

- Faculty participated in individual surveys and group discussions to describe professionalism

**Professionalism Survey**

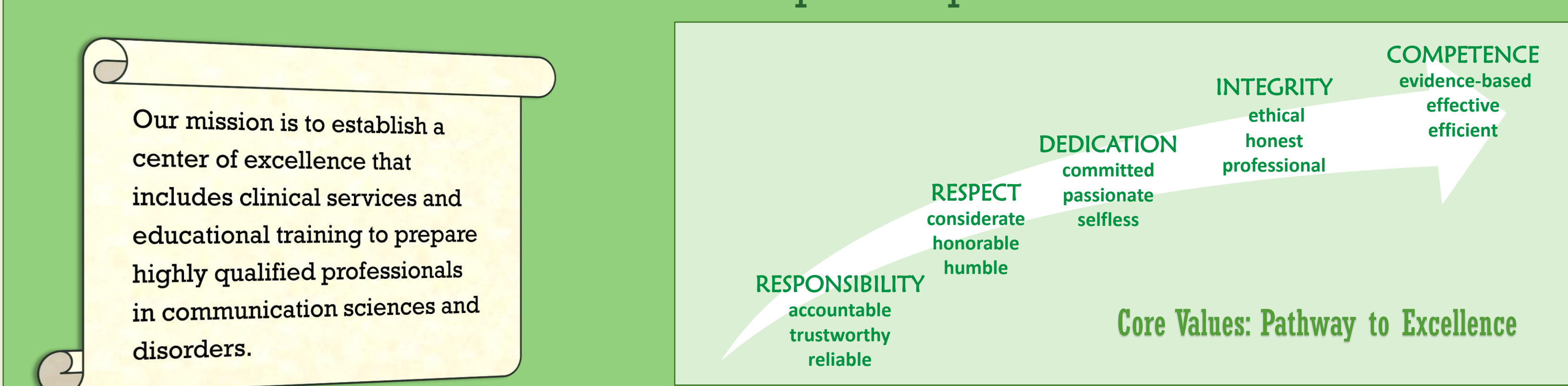
Please share your thoughts on the following topics and return your survey to Lisa or Shari. We will share your ideas during our next staff meeting on 8/28/2017 as initial steps towards developing a rubric for professional development

Describe **DESIRABLE** professional traits/behaviors in student clinicians in a **CLINICAL SETTING**.

Describe **UNDESIRABLE** professional traits/behaviors in student clinician in a **CLINICAL SETTING**.

We Value Your Contributions to Improving our Student Success

- Faculty feedback and the Department's core values were used to develop a set of essential observable behaviors that represent professionalism



- Expectations were validated through review of professionalism behaviors described in peer programs and professional organizations

- Based on multiple observations by multiple observers in clinical education settings, behaviors are rated as met or needs improvement. This method was selected over percentages or grades of achievement since the faculty considered many attributes as binary, e.g., honest vs dishonest

- If a need for improvement is indicated, the behavior is documented and the student is engaged in a discussion with explicit instructions to meet expectations
- Faculty field tested the Professional Assessment in internship to validate its feasibility before use in externship sites

PROFESSIONALISM INDICATORS	
COMPETENCE	
Engages in critical thinking and problem-solving (self-directed, self-monitored, and self-corrective thinking) to meet clinical competencies in CALIPSO performance evaluation	Progressing
INTEGRITY	
Adheres to facility policies and procedures	Met
Delivers services without discrimination	Met
Exhibits awareness of own limits in knowledge and skills	Met
Seeks consultation, review, and evaluation to ensure quality service	Met
DEDICATION	
Strives for excellence – completes work to the best of one's ability	Met
Takes initiative to direct own learning	Declined clinical assignment
Focuses on patient's versus one's own success	Met
Helps others with positive regard	Met
RESPECT	
Demonstrates awareness and acceptance of cultural differences	Met
Listens with interest (eye contact, facial expressions, body language, focused attention)	Met
Shows consideration, appreciation, and respect for another's point of view and feelings	Met
Maintains poise and demeanor	Met
Uses titles to address clients, faculty, and peers	Met
RESPONSIBILITY	
Demonstrates self-assessment and reflection to regulate thoughts, feelings, intentions, and actions	Did not complete self-assessment
Takes ownership for decisions and actions	Met
Actively participates in clinical education	Met
Fulfills commitments and agreements	Left session before debriefing
Maintains punctual and reliable attendance	Met

12/2017

## Impact on Teaching & Learning

- Faculty embrace the use of the assessment tool because it is based on the their feedback and the Department's core values
- Expectations for professionalism behaviors and the vocabulary used to describe professionalism are standardized within the Department for reflection, discussion, and assessment
- Instruction on professionalism has become more explicit

## Action Plans/Next Steps

Increase pedagogical activities that make professionalism education more intentional (e.g., didactic training, observation and reflection, self-assessment)

Early and systematic integration of professionalism education in the curriculum

Faculty development in teaching and evaluating professionalism

Gather feedback from students to assess their response to expectations and the impact on their learning

Gather feedback from Clinical Supervisors to validate expectations across externship sites and evaluate effectiveness of the tool

Use feedback to improve next iterations of the Professionalism Assessment

Continue Faculty Engagement

Modify the admission process to identify candidates who already exhibit attributes of the Department's core values and professionalism that are difficult to change through training (e.g., commitment, passion, and selflessness) and track the impact of the revised process

Implement Developing Professionalism tool (below) to track student performance and progress across semesters

Developing Professionalism				
COMPETENCE	Semester 1	Semester 2	...	Semester 6
Engages in critical thinking and problem-solving to meet clinical competencies.				
INTEGRITY	Semester 1	Semester 2	...	Semester 6
Adheres to facility policies and procedures				
...				
DEDICATION	Semester 1	Semester 2	...	Semester 6
Strives for excellence – completes work to the best of one's ability				
...				
RESPECT	Semester 1	Semester 2	...	Semester 6
Demonstrates awareness and acceptance of cultural differences				
...				
RESPONSIBILITY	Semester 1	Semester 2	...	Semester 6
Maintains punctual and reliable attendance				
...				

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